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ABSTRACT

The 1966-67 school year was described in this report, which starts with a descriptive comment about the pupils, their distribution in the region, and the spread across different grades. It was noted that the northern curriculum blended content with the social and cultural heritage of the native peoples and took into account differences between the various regions in determining additions to the basic core courses. Recruiting of teachers was facilitated by the excessive number of applications received. All teachers selected were fully qualified, usually possessed teaching experience, and were adaptable to a variety of environmental conditions. During the school year, several construction projects were completed, adding classroom space, and plans were completed or work was begun on a total of 46 more classrooms throughout the region. In addition, a total of 854 residents participated in vocational education courses. Grants, awards, and scholarships were made available to students, and adult education programs were provided in a wide variety of subjects. The report closes explaining that the educational system is the joint responsibility of the Canadian Federal Government and the Government of the Northwest Territories. (BD)

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Education Review 1966-67

Northwest Territories and Arctic Quebec

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Education Division
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Department of Indian Affairs and Northern Development
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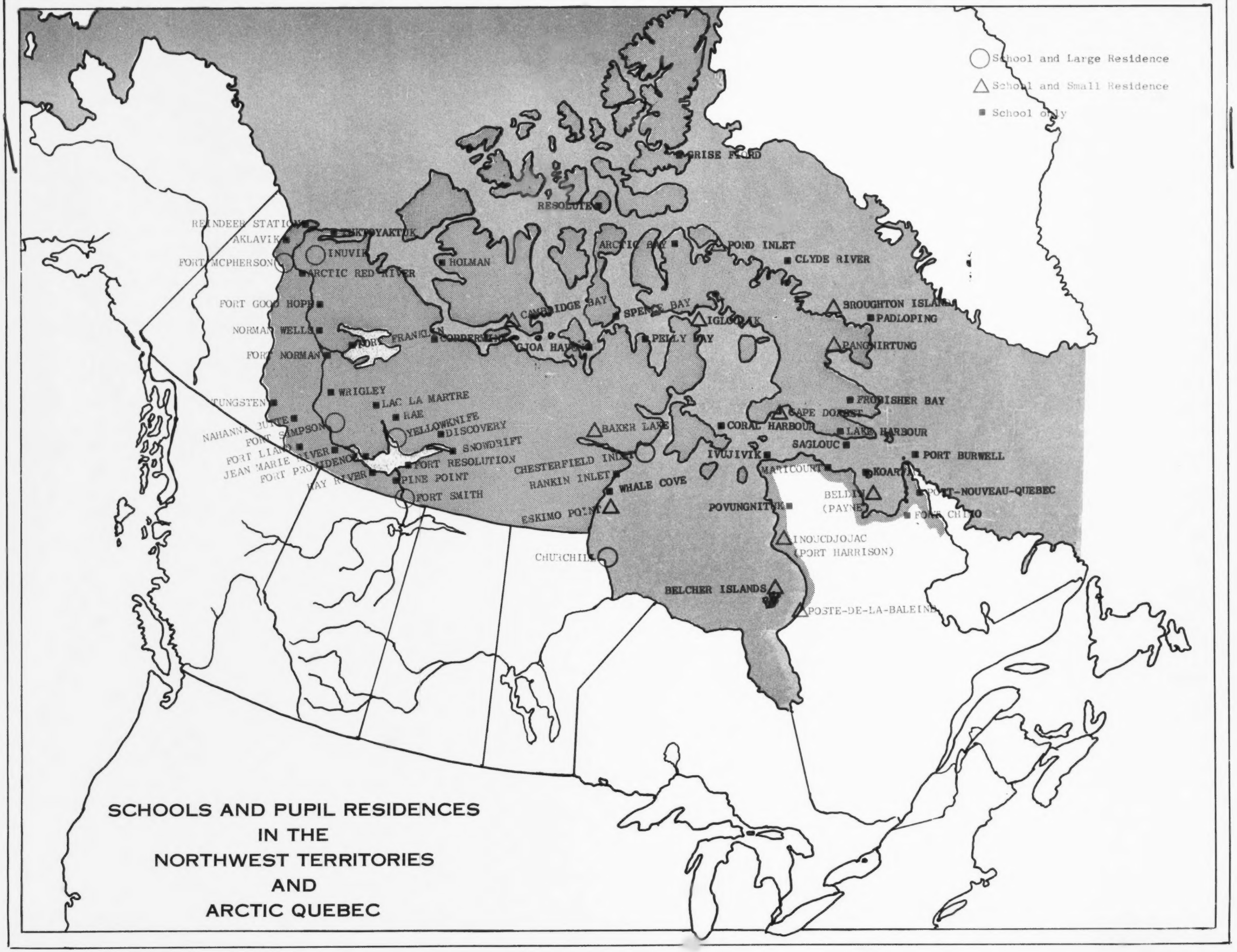

SCHOOLS AND PUPIL RESIDENCES IN THE NORTHWEST TERRITORIES AND ARCTIC QUEBEC

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FOREWORD

I am very pleased to introduce our Educational Review for 1966-67 describing educational developments of the past school year in the Northwest Territories and Arctic Quebec. It was a year of special significance for northern people who, in company with other Canadians, celebrated the Centennial of Confederation and in the same year welcomed a resident Commissioner in the newly created Territorial Capital of Yellowknife.

In schools and communities throughout the North, Centennial projects flourished. Groups of high school students made exchange visits with students from the provinces under the Centennial Youth Travel Programme; a Centennial library was built at Hay River; Territorial students and adults participated at the Quebec winter games; the Centennial caravan visited communities around Great Slave Lake and the Centennial barge sailed the Mackenzie.

From the provinces came a flood of requests for Centennial projects centred on the North. A number of organizations awarded scholarships; the generosity of the IODE gave Fort Resolution children a day trip to visit the Centennial caravan at Hay River; and families in Hillcrest, Ottawa, played host for a week to 100 Eskimo children from Frobisher Bay. In so many ways Centennial events and happenings, for northern children particularly, broadened horizons and deepened their sense of identity with the rest of Canada.

It was the year too, when plans were made to expand Territorial Government services and give residents increased autonomy in Territorial affairs. The creation of the Territorial Department of Education will mark the beginning of a new stage in the history of northern education.

D.W. Simpson,
Chief, Education Division.

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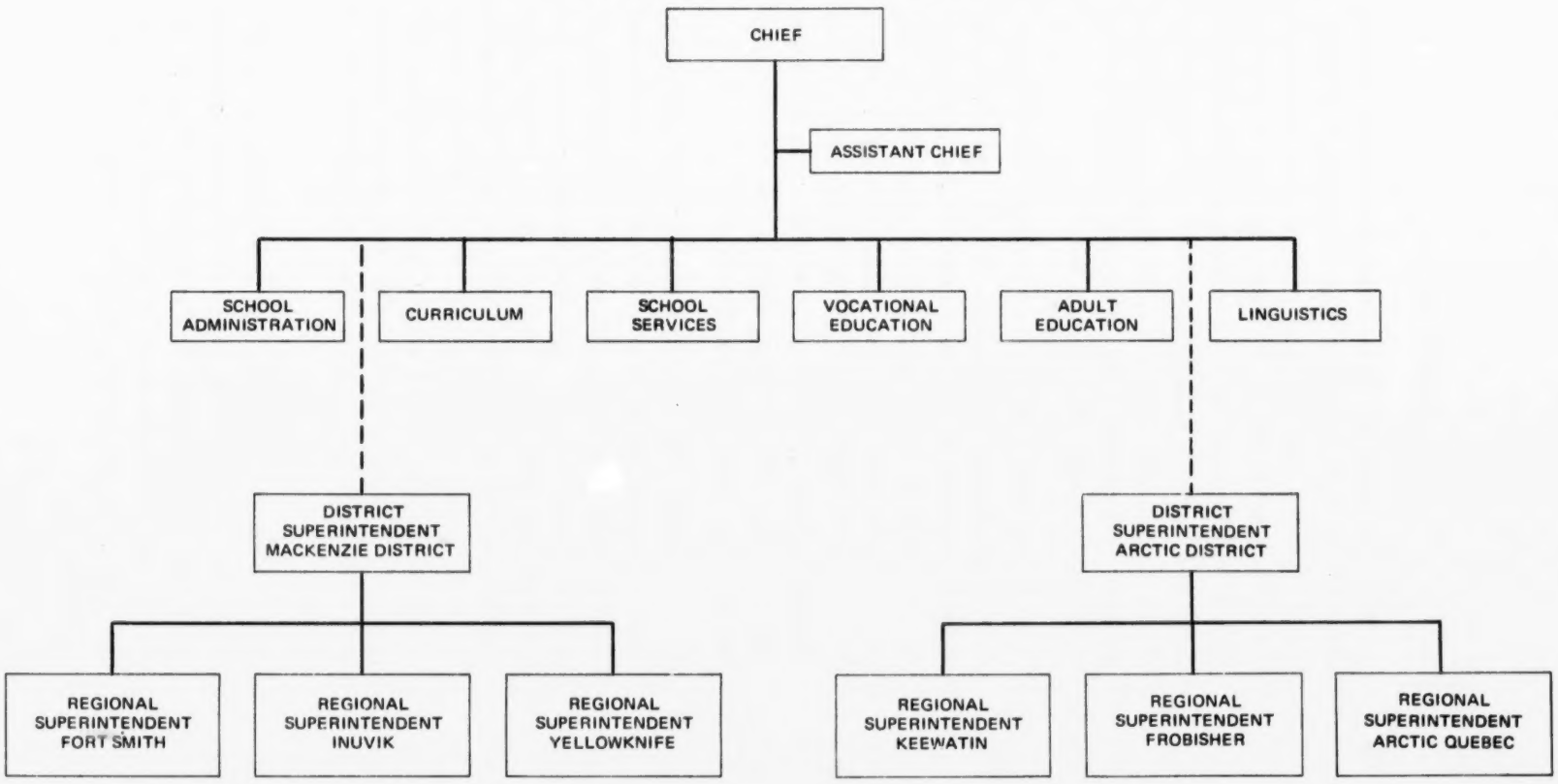
ORGANIZATION CHART



NORTHERN PUPILS

Children in the north – the children of hunters and trappers, of miners and prospectors, of bush-pilots and Government workers, attend school together. In 1966-67, over 7,700 pupils were enrolled in 65 schools in the Northwest Territories and in Eskimo settlements of Arctic Quebec – an increase of 8% from the previous year and over three times the number ten years ago. Of the total enrolment there were 1,323 Indian pupils, 3,366 Eskimo and 3,054 others. From census information, it is estimated that 13% of school age children in the north still do not attend school. These are children whose families live outside settlements mainly in the Upper Mackenzie-Nahanni area, Arctic coast, and the Melville Peninsula – Baffin Island area. The swift disappearance of camp life now going on is expected to give a much higher percentage of school-age enrolment within the next few years.

Most of the Indian children reside in the Mackenzie District in areas around Great Slave Lake and Great Bear Lake and in settlements along the valley of the Mackenzie River and its tributaries. The Eskimo children, for the most part, live in widely scattered settlements along the Arctic coast from the Mackenzie delta to Baffin Island and around the shores of Hudson Bay and Hudson Strait.

At school Indian and Eskimo pupils are joined in class by the children of Government workers and other immigrants from the south.

Northern pupils are aged from five upwards, and Appendices A and B show the 1966-67 enrolment distributed throughout the grades. Approximately 6,178 pupils, or 82%, are in Grades I to VI, and 1,357, or 18%, in Grades VII to XII. Among the older pupils 208 were enrolled in vocational and academic upgrading courses and 435 in senior high school courses, i.e., Grades X to XII. A total of 6,779 attended government schools and 9[illegible] attended the three municipal schools at Yellowknife (2) and Hay River (1). Some pupils attend school in their home settlement, others travel to larger centres for schooling where they live in pupil residences. In numerous small settlements there are insufficient numbers to justify the provision of school facilities. Children from these settlements are airlifted in late August and taken to one of the pupil residences in the larger centres.

For the past four years, on an experimental basis six or seven Eskimo pupils have been selected to attend schools in southern Canada, mainly in the Ottawa area. They were chosen on the basis of their scholastic ability and leadership potential. Results to date have been encouraging and it is planned to continue the program. Another 15 children with defective eyesight or hearing also attended southern schools.

More and more northern children are becoming familiar with customs and patterns of living in southern Canada. Urbanization is increasing rapidly and wage employment is supplementing and replacing traditional pursuits. In school, pupils are being fitted for work either in the north or in the south. It is the aim of northern education to provide appropriate learning opportunities for northern young people, to make them proud of their heritage, and to prepare them for their responsibilities in the development of the north and as citizens of Canada.

THE NORTHERN CURRICULUM

INTRODUCTION

The social and cultural heritage of Indian, Metis, Eskimo and other children attending northern schools is fully recognized in curriculum development. Allowances in the curriculum are made for unique conditions of northern environment, diversity of community structure and dynamics, and differences in language, culture, and socio-economics among people within the various communities and areas.

There are nevertheless, common elements in each school program and everywhere a basic course of studies applies. This common program varies somewhat from region to region depending on traditional lines of contact with the southern provinces. The Mackenzie District program is based on the Alberta courses of study and Mackenzie students in Grades IX and XII write Alberta Departmental Examinations in these grades. Schools in the Keewatin and Frobisher regions of the Northwest Territories and in Arctic Quebec are guided by the Manitoba, Ontario and Quebec programs respectively.

The adaptation of basic courses takes two main forms. These are

(a) *inclusion of elements of the local culture and environment* (as intentional references in instructional units to the pupil's background and community conditions)

(b) *compensation* as required in learning experiences and materials to assist the pupil in acquiring necessary readiness for work in the basic courses.

Leadership in curriculum development is provided by members of the Curriculum Section in Ottawa working closely with teachers, principals and superintendents. The Curriculum Section has the threefold responsibility of providing leadership in research, in development of northern-oriented programs and materials and in supply of special curriculum services wherever required.

1. The Pre-School Program

To help northern children in the crucial early years of schooling, plans are being made for the development of a pre-school course of study for the Northwest Territories.

Pre-school classes will expose children to school routine and to the English language at an early age when they will find it least difficult to adapt both to the new language and to the new environment of the school. To begin with, the program will provide pre-school classes for five year olds in most settlements and later it will be extended to four year olds. The first pre-school classes opened at Frobisher Bay in September 1966 and others are now in operation at Fort Simpson, Fort McPherson, Pond Inlet, Eskimo Point, Baker Lake and Rankin Inlet.

2. English as a Second Language

The pre-school courses will involve a gradual introduction to English as part of the total course. This will be required to ensure that each child has basic oral fluency in the language before he enters the beginner's program. To prepare the way for development of an integrated second language course for pre-school age children, a study was made of practices in N.W.T. schools and in Australia, Africa and the United States.

3. Classroom Assistants

The kinds of cross-cultural education required in northern classrooms calls for the services of native-speaking classroom assistants. At present 36 classroom assistants are employed in northern schools. In the past year training programs were conducted for classroom assistants at Smiths Falls, Ontario, for Arctic District students and at Fort Smith, N.W.T., for Mackenzie District students. Study continues on the training needs for these youth.

4. Child Guidance and Testing Services

During 1966-67, arrangements were made for direct participation of the Division in two Department of National Health and Welfare Child Guidance Clinics – one held at Hay River, the other at Yellowknife. Here the objectives were research and improvement of school guidance services.

The Metropolitan Achievement Test battery was administered to pupils in Grades II, IV and VI and the findings were published. Further details appear in the Planning and Research section of this Review.

5. Subject Fields

In the language arts, feasibility studies were carried out in regard to a culturally integrated approach to the development of (a) an oral English course; (b) a set of northern-oriented primary readers; (c) a northern-oriented spelling series; (d) a system-wide printing and handwriting course; (e) readiness materials for pre-primary children. Twenty sets of reading kits for remedial work and one set of Initial Teaching Alphabet materials for experimental work were provided to different schools.

In the Social Studies, work was continued on the production of filmstrips and "The Structure of Government", the third in a series of filmstrips on Government in the Northwest Territories, was produced. Work continued also on the preparation of a Social Studies course for Arctic District schools and a comparative study was made on N.W.T. content in Canada's provincial courses of study.

In other areas, experimental use was made of 8mm film at Baker Lake, a study was made of problems of school broadcasting in the Northwest Territories and texts references, and materials were appraised for purposes of authorization.

6. Curriculum Materials

The following curriculum materials were produced in the past year:

1. Audio-Visual Services Handbook.
2. N.W.T. Library List.
3. Listing of Authorized Texts, References and Materials.
4. Filmstrip #3 (NFB), "Structure of Government.
5. Lesson Outlines (51-85), Let's Begin English.
6. Northwest Territories Testing Program.
7. Curriculum News (2 issues).
8. Language Arts, Grades I-VI (Mackenzie), revised.
9. Book I ("Readers of the North" series).
10. Reports, displays, charts, etc.

Work on other publications was continued; Eskimo Games, Physical Education Illustrated, Pre-reading Activities, Verbs in Pictures, Government Filmstrip No. 4, Speller (Level II).

7. Curriculum Services

i) *Teacher Education* The Curriculum Section is responsible for providing in-service training programs for northern teaching staff.

ii) *School Library Services*

a) School Library services at Great Whale River and the Churchill Vocational Centre were reorganized.

b) By request from the Nova Scotia Department of Education, the Section Librarian participated in a study of school libraries in Halifax, N.S.

c) In co-operation with the Ontario Department of Education, the Librarian participated in a summer course for Teacher-Librarians.

iii) *Centennial Commission Projects*

(1) production of a Centennial guide-book for teachers; (2) Centennial medallion program; (3) youth travel project; (4) schools' athletic programs (5) symbolic events; (6) inter-faith services.

NORTHERN TEACHERS

In 1966-67 teachers and principals worked in a variety of school situations ranging from the 56 teacher Sir Alexander Mackenzie School in Inuvik to the single teacher in charge of the one-room school at Padloping Island on the western shore of Davis Strait.

All northern teachers are fully qualified and usually have had previous teaching experience in southern schools.

New teachers are employed only after personal interviews have been held and recommendations have been received from their previous employer. Interviews are held each year in the major cities across Canada. The two District Superintendents of Schools and usually one experienced northern teacher compose the recruiting team. The intense interest in northern teaching careers is evidenced by the fact that applications far outnumber the actual number of vacant positions. In early 1967, the recruiting tour interviewed over 400 teachers and more interviews were held on an independent basis later in the school year. In all, about 200 new teachers were recruited for the 1967-68 school year.

Because of the special conditions existing in the north, new teachers are given a one week orientation course to help familiarize themselves with northern curriculum, new teaching methods, and also procedures and regulations. Experienced northern teachers participate in these courses and new teachers have the chance to discuss problems related to their new work with their more experienced colleagues. In 1967, orientation courses were given at the end of August in Ottawa, at Fort Smith, N.W.T. and at the Churchill Vocational Centre.

The teaching staff must be adaptable and be able to operate efficiently under sometimes severe conditions; however, there remains wide scope for professional development. Teachers participate in study groups to adapt courses of study to meet the local environment and also to develop special methods for teaching English as a second language to the Indian and Eskimo pupils. Northern Teachers are also expected to play a leading role in community activities and in some cases are required to participate in out of school programs involving recreational activities, boy scouts, girl guides and adult education programs.

The teacher's role in northern inter-cultural education is unique. By the very nature of the work, the teacher is involved daily in matters of social change – in school and the community. To ensure desirable results in the human relations concerned, the teacher requires an objective and sympathetic understanding of both his own changing culture and that of the native pupils and parents.

The challenges and problems of inter-cultural education and the professional isolation of northern teachers makes necessary a full program of in-service training. The Curriculum Section is responsible for providing in-service training programs for northern teachers. During 1966-67 the following courses were organized for teaching staff:

1. Carleton University Course and Workshop for northern teachers: English as a second language; primary education; school community relations.
2. Ottawa Course in library management for Ontario and northern teachers. (In co-operation with the Ontario Department of Education)
3. Fort Smith Workshop for Mackenzie District teachers: English as a second language.
4. Keewatin Region Principals' Conference at Chesterfield Inlet.
5. Churchill Conference for Keewatin-Baffin teaching staff.
6. Timmins Conference for Arctic Quebec teaching staff.
7. Arctic District Classroom Assistants course at Smiths Falls, Ontario.

Teaching staff may also apply for educational leave with part pay allowances under the Department's Educational Leave Program. In 1966-67, nine teachers attended university under this program, taking general

and specialized courses in accordance with the needs of the Department. It is hoped that this assistance will help the Department develop staff for leadership in northern education to meet the rapid expansion of school programs and the emerging needs in pre-school work, teacher education and senior educational management.

Arrangements are made with the Department of National Defence and with External Aid for the secondment of some teachers from our staff for overseas service. In 1966-67 eight teachers from the Department were serving in various countries with External Aid and two teachers were serving overseas with the Department of National Defence.

During 1966, a major change took place in the terms of employment for the teaching staff employed by the Department. Basically this change was a reduction of the term of duty from 12 months to 10 months per year. The change brings teachers more in line with the terms of conditions of employment in other parts of Canada. Also during the year, Northern Administration teachers were given a 4% increase in salary effective September 1, 1967. During 1967-68 teachers will be entering into collective bargaining with the Federal Government.

Most northern teachers are members of the Northwest Territories Teachers Association, an affiliate both of the Canadian Teachers Federation and Public Service Alliance. Last year Mr. P. Romaine, a teacher at Hay River, was selected by the Canadian Teachers Federation for a lecture tour of Great Britain during centennial year. The purpose of the tour was to give talks on Canadian education with particular emphasis on the northern scene.

SCHOOLS AND PUPIL RESIDENCES

The first Government school in the north was opened at Tuktoyaktuk in 1947. In 1955, when the northern school system was brought completely under federal jurisdiction, there were 22 government schools in operation and by 1966-67 this number had been increased to 60. In addition, there are three municipal district schools and two company schools in operation. The Department also pays the operating cost of the Duke of Edinburgh School at Fort Churchill, Manitoba for which the Keewatin Regional Superintendent of Schools is the Official Trustee appointed by the Government of Manitoba.

Within the Federally-operated schools there was a total of 300 regular and 56 special classrooms in operation during the year, an increase of 17 classrooms from the previous year. The three school districts operated a total of 48 classrooms in 1966-67 as compared to 46 in 1965-66.

In the summer of 1967, the new 12 classroom elementary school at Hay River was opened by Princess Alexandra. The Yellowknife Roman Catholic Separate School District No. 2 opened six new elementary classrooms as an extension to the existing high school. Preliminary plans were also made for a second construction phase for this school to replace the old elementary school purchased by the Government of the Northwest Territories.

Other construction projects completed during the year were the addition of two new classrooms to the Fort Providence school and one classroom to the school at Gjoa Haven. Two additional portable classrooms were supplied for use at Inuvik until the 16 classroom secondary school, now under construction, is completed in 1968.

The major part of the school construction program in 1966-67 lay in the area of school planning. The principal school construction projects for which plans were completed are:

1) Aklavik — 10 classroom school with gymnasium, Home Economics, Industrial Arts and library facilities. Estimated completion date December 1968.
2) Cambridge Bay — five classroom school with a large activity room. Completion date is December 1967.
3) Coppermine — seven classroom school. Materials for this school were flown to the settlement in the early spring of 1967. Construction will be completed by December 1967.
4) Inuvik — 16 classroom secondary school with two science rooms, plus commercial, gymnasium, library, Industrial Arts and Home Economics facilities. Construction began in the summer of 1967 with completion scheduled for June 1968.
5) Yellowknife — 8 classroom plus 4 special room addition to the Sir John Franklin School. Completion date is September 1968.

Many smaller projects were started, renovations made to existing schools and preliminary plans prepared for other schools, additions and pupil residences. The chart on page 11 lists these various projects.

Preliminary plans also commenced for a modified open classroom school at the new townsite proposed for Rae. This will be the first school in the N.W.T. incorporating the open-classroom feature and will have 15 classrooms with gymnasium, library, Industrial Arts and Home Economics facilities. One of the classrooms will be specially designed for pre-school education. A 200-bed pupil residence is to be built in conjunction with the school to provide living accommodation for children in the Rae-Yellowknife area who are now out of school, as well as for the approximate 90 children from this area who now attend the Fort Smith School.

The standards for school construction in the N.W.T. are similar to those applied by the provinces of British Columbia, Alberta and Ontario. Owing to the extreme northern climate, appropriate northern features are incorporated in the design. For example, large window areas are avoided wherever possible and

commissions for art work in new schools are given to Eskimo or Indian artists. Since the school is often the only large building in the community special attention is given in the design to provide for community activities. Schools must also be designed so that areas can be changed in the future to meet new and different needs. One such feature is the provision of an activity room in smaller schools which can be easily and economically divided into two regular sized classrooms as soon as required by increased enrolment. Another problem which northern school design must solve is provision of instructional areas to accommodate the older age-grade retarded pupil who has had little or no educational background. As the school system develops and matures, a more normal age-grade level will evolve and classrooms must therefore be adaptable to meet this change.

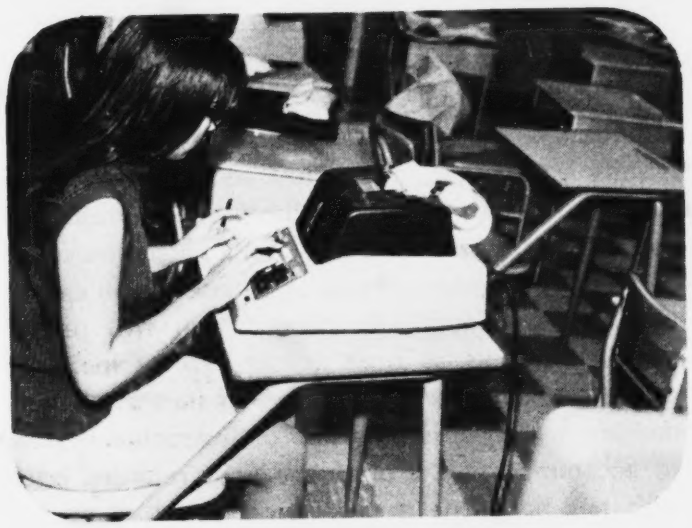
Nine large pupil residences were in operation during the 1966-67 school year. Seven of these were operated on a contract by the Anglican and Roman Catholic churches while two were operated by the Department. The names, communities and enrolments of the residences are shown in the table below:

Name	Community	Enrolment (as of March 31, 1967)
Fleming Hall	Fort McPherson	73
Bompas Hall	Fort Simpson	59
Lapointe Hall	Fort Simpson	157
Breynat Hall	Fort Smith	181
Grollier Hall	Inuvik	236
Stringer Hall	Inuvik	282
Akaitcho Hall	Yellowknife	154
Turquetil Hall	Chesterfield Inlet	84
Matonabee Hall	Fort Churchill, Man.	210
		1,436

Minor Projects Being Planned or Under Construction

Location	No. of Classrooms	Gymnasium Activity Room	Industrial Arts	Home Economics	Pupil Residence No. of Beds
Arctic Bay	2				12
Baker Lake	1				
Broughton Island	1	x			
Chesterfield Inlet	1	x			
Clyde River	3	x			24
Eskimo Point	2				
Grise Fiord	1				
Hall Beach	2	x			
Igloolik	3	x			24
Pangnirtung	2	x	x	x	12
Repulse Bay	2	x			
Lake Harbour	2	x			12
Frobisher Bay	3 (Temporary)				
Fort Good Hope	–				36
Fort Liard	–				12
Portable Classrooms	6				
	31	8	1	1	132

It is difficult to provide secondary and vocational education in every small community across the North and as a result a few large central schools have been built to provide the education best suited to the needs of the pupils. Departmental policy is to provide elementary education (Grades I to VI inclusive) in all viable settlements in the North. Grades VII and VIII are also provided wherever feasible in the local communities. Even then, many children live in small hunting and fishing camps which are beyond daily commuting distances from established schools. To enable these young children to attend school on a regular basis, and yet not be too far removed from their parents, the Department has constructed small 8 and 12 bed pupil residences in some communities. The children are cared for by an Eskimo house-mother and father and are able to visit their homes on some weekends as well as on extended school holidays at Christmas and Easter. Altogether 20 of these smaller residences were in operation in 1966-67 with a total enrolment of 111 pupils. An extension of this type of pupil accommodation is planned. Such buildings are designed so that they may be easily converted to housing or office accommodation if they are not required for pupil residences at some future date.



VOCATIONAL EDUCATION

One of the major objectives of northern education is the provision of vocational education and occupational training for all northern residents. In line with this aim vocational education programs are designed to provide training and assistance to students with different levels of academic preparation and achievement. A total of 854 northern residents participated in Vocational Education courses in 1966-67. Also, by the end of the year, 67 Northwest Territories apprentices were in training. A comprehensive breakdown of the number of trainees who were enrolled in each course is provided in the Appendices.

SCHOOL PROGRAMS

In the Northwest Territories, Industrial Arts and Home Economics are compulsory subjects for all pupils in Grades VII, VIII and IX. Typing is also offered as an optional subject in Grade IX at Inuvik, Fort Smith, Fort Simpson and Hay River. Special northern curriculum guides covering the various aspects of Industrial Arts and Home Economics have been developed and distributed to schools with

vocational programs. In the senior secondary schools pupils may choose Industrial Arts, Home Economics or Commercial as optional subjects. Course outlines are similar to those in the adjacent provinces but modified to suit northern situations.

In the Occupational programs carried out at Inuvik, Yellowknife and Fort Simpson, pupils, in addition to in-school training, spend half of each day working at a particular job for a two-week period. At the end of the two weeks they are automatically shifted to some other aspect of job training. As a result of this system each pupil may receive experience in approximately five to six different occupations during the school year. In-service training is provided, wherever possible, in homes and commercial enterprises. At the Sir John Franklin School, Yellowknife, a total of 98 pupils were enrolled in Vocational high school courses in the past year. Programs offered were new three year programs in Commercial subjects, Auto Mechanics (Mine Maintenance), Heavy Duty Equipment Mechanics, Dressmaking and Tailoring, Commercial Cooking and a one year Beauty Culture course. Of special note are plans for a room specially designed for business machines which has been included in the plans for the new addition to the school to be completed in 1968.

The Churchill Vocational Centre commenced its second year of operation in September 1966 in the renovated military complex at Fort Churchill, Manitoba with 225 pupils in residence. One hundred forty two were vocational students and the remainder attended academic classes at the nearby Duke of Edinburgh School.

As at Yellowknife instructional time for vocational students is divided equally between academic upgrading and vocational classes. The boys' shops are located in a former hangar and courses in drafting, carpentry, metal work and the maintenance and repair of motors are taught. During this year, the senior boys built and completely finished a five-room house, including the electrical, plumbing and heating installations.

The girls' program includes typing, office practice, food preparation, child care, dressmaking, beauty culture and home management courses. Arrangements were made through the co-operation of the Manitoba Hospital Commission and the Canadian National Institute for the Blind Catering Service, for all senior girls to be given local on-the-job training as hospital ward aides and as food services assistants.

In other northern schools practical programs in Home Economics, Industrial Arts and related activities continue to be developed, and are proving invaluable to older pupils and young adults with limited educational backgrounds. A Driver Instruction program and a course on Northern Survival were two new training programs added during the past year. Plans are underway also, to expand the Home Economics and Industrial Arts program to Grades V and VI in elementary schools.

Vocational Courses were given to northern residents in a number of locations. A fabric printing course was offered at Cape Dorset, and guide training courses were held at Rankin Inlet, Fort Franklin and Snowdrift. At Frobisher Bay, eight trainees were enrolled in a Homemakers Assistants course. At Inuvik hospital a three month course was held for girls who planned to enrol in provincial Nurses' Aide training courses. The last part of a boatbuilding course was held at H.M.C.S. Naden, Esquimalt, B.C. In Aklavik, instruction was given in the operation of the local fur tannery and at Fort Smith, Playground Supervisors were trained. Sawmill operations were taught to ten trainees at Fort Resolution (for the local Co-operative) and sewing instruction was given to eight trainees for the Fort Franklin Co-operative. Ten Eskimos were trained in handicraft management at Western Co-op College in Saskatoon. Twelve Eskimos received training-on-the job at the Fort Rae Co-operative.

APPRENTICE TRAINING AND OCCUPATIONAL CERTIFICATION PROGRAM

A total of 96 certificates of trade proficiency were issued to northern residents during the year; 79 of these were issued as the result of written examinations and 16 were issued on the basis of provincial or other trade certification. Four more occupations were added to the program, bringing the number of apprenticeable trades in the N.W.T. to 25. For each occupation, record books are available and examinations have been established. The following occupational certificates were issued:

As a result of Written Examinations	Without Examination
14 Fourth Class	16 Journeyman's
24 Third Class	21 Beginner's (Apprentices)
21 Second Class	
20 Journeyman's	

The Appendices show details of the progress during 1966-67 of the Apprenticeship and occupational program.

SELECTION AND PLACEMENT SERVICE

By arrangement between the National Employment Service (N.E.S.) and the Department, Selection and Placement Officers act as agents of the N.E.S. in the N.W.T. During the year they held 429 interviews with employers, 1,887 interviews with potential employees and placed 602 applicants in employment. The following is a regional breakdown of the placements:

Keewatin Region:	23
Frobisher Bay Region:	19
Fort Smith Region:	101
Inuvik Region:	272
Yellowknife Region:	187
	602

One of the duties of the Selection and Placement Officer is to provide counselling, direction and a continuous follow-up of all trainees. Counseller positions in the employment centers of Winnipeg, Edmonton and Ottawa are being established to extend this service.

AGREEMENT WITH THE DEPARTMENT OF MANPOWER AND IMMIGRATION

A new agreement covering the Occupational Training of Adults and the Mobility and Relocation of workers and vocational rehabilitation between the Northwest Territories Government and the Department of Manpower and Immigration came into effect on March 31, 1967. Under this agreement, Selection and Placement Officers will continue to act as agents of the Canada Manpower Services in the same way as they did for the National Employment Services until such time as the former is able to establish offices in the north. In this respect, it is anticipated that Canada Manpower Service assistance will be available in Hay River, Fort Smith and Yellowknife by 1968. Itinerant services will be supplied to other communities. By these agreements, Northwest Territories residents will have access to the same manpower facilities as those provided in southern Canada in addition to special assistance given by officers of Education Division.

GRANTS, AWARDS AND SCHOLARSHIPS

At the present time northern students attend provincial institutions for university and other post-high school courses. As there are no higher education facilities in the north, the Federal and Territorial Governments provide post-secondary financial assistance to all qualified northern residents, by way of outright grants for the costs of education, transportation, board and lodging. Formerly, in the case of university students grants were paid for education and transportation costs only and loans were available for living costs. In March 1967, however, the N.W.T. Council approved a new Students Grants

Ordinance which allowed for the payment of grants to help defray students' living costs.

Financial assistance is provided for five categories of full-time students:

a) Students enrolled in courses for degree credit at recognized Canadian universities.
b) Students enrolled in a recognized school of nursing.
c) Students enrolled in a recognized teacher training college.
d) Students enrolled in post-secondary courses of recognized technical institutes.
e) Students enrolled in pre-employment courses in recognized trade, vocational or technical schools or in special courses.

The following financial assistance is available to Northwest Territories residents who qualify under one of the above categories.

1. Outright grants to cover education costs including tuition fees, books, special equipment, supplies and special clothing and the cost of return transportation from the student's residence to the nearest place offering the course desired;
2. Outright grants for board and lodging while the student is attending the university, college, institute or special course in the following amounts:
   a) For first year students, $3 per day during the whole period of the course in which the student is enrolled.
   b) For students in second and succeeding years, $2 per day during the whole period of the course in which the student is enrolled.
3. Where need is proven, a Canada Student Loan to cover costs in excess of the grants provided. Some vocational pre-employment and special courses may not be designated for purposes of Canada Student Loans. Where the student is ineligible for a Canada Student Loan and his need is proven, a supplementary allowance of $1 per day during the whole period of the course for which the student is enrolled.

The N.W.T. Government is directly responsible for grant payments to all N.W.T. university students, regardless of ethnic origin, who qualify. In the case of other post-secondary students financial assistance for Indians and Eskimos continues to be a federal responsibility.

1966-67 was the last year of the former N.W.T. grants and loan assistance program for university students. Forty-three applicants were approved and 15 of these established the need for loans for living costs. (Under the new assistance program, N.W.T. loans will no longer be required). Total cost of the N.W.T. university assistance program was approximately $35,675.00. Assistance was provided also for 25 students to attend other post-secondary technical and professional courses.

NORTHWEST TERRITORIES SCHOLARSHIPS

The two Northwest Territories Scholarships were awarded to Mr. Douglas Rody, Tungsten, and Miss Dolores Miltenberger, of Fort Smith. The scholarships, of $300 each, are awarded on the basis of the Grade XII Alberta Departmental Examination results and successful applicants must attain a minimum average of 70% on these examinations. Mr. Rody, who attained a 77.8% average entered the first year of a B.A. Program at York University, Toronto. Miss Miltenberger attained a 76.3% average and entered the first year of a B.A. Program at the University of Alberta in 1967.

CANADA STUDENT LOANS

The Chief Education Division as Superintendent of Education for the Northwest Territories has been designated as the approved authority for issuing certificates of eligibility for Canada Student Loans. Fourteen applications were approved for Canada Student Loans in the 1966-67 academic year. Total loans approved amounted to $11,135.00.

GOVERNOR GENERAL'S MEDAL

The Governor General's medal for the student achieving the highest standing in the Grade IX Departmental examinations in the Mackenzie District was won by James C. Heal of Yellowknife.

NEW SCHOLARSHIPS

Two scholarships valued at $1000 each and awarded in five annual installments of $200 each were made available by Seaway Storage Limited and by National Containers Limited. The Seaway Storage Scholarship will be given each year to the best student graduating from the Churchill Vocational Centre, who undertakes further education. The 1967 winner was Domina Uvilluk, Igloolik. The National Containers Scholarship will be given on the basis of need to the most worthy student undertaking post-graduate studies. This year the scholarship was awarded to Noah Carpenter, B.Sc., Sachs Harbour, who is now studying for a medical degree.

CENTENNIAL SCHOLARSHIPS

In 1967 the staff of the Western District Region office of the federal Department of Public Works provided a centennial scholarship fund for northern students. Awards were made to Randal Thomas Pokiak, Tuktoyaktuk; Alexis L. Cochrane, Hay River and Alexander Gauthier, Fort Smith.

IODE AWARDS

The National Chapter of the IODE offers four achievement awards of $25 to each of the five secondary schools in the Mackenzie District. The awards are given on the basis of excellence in academic and vocational courses. The recipients of these awards for the 1966-67 academic year are listed on this page.

St. Patricks High School
(Yellowknife)

Grade XI	Eldy Turner
Grade X	John Tees
Grade IX	Denise Cranna
Grade VIII	Diane Tees

Sir John Franklin School
(Yellowknife)

Grade XI	Gail Lauren
Grade X	Ronald Wong
Grade IX	Walten Edgi
Grade IX	Ruby Edwards

Sir Alexander Mackenzie School
(Inuvik)

Grade XII	Gerry McKenna
Grade XII	Freda Hansen
Grade XII	Joe Stott
Grade XII	Norbert Vollmers

Joseph Burr Tyrrell School
(Fort Smith)

Grade XII	Patrick Slager
Grade XI	Susan Bevington
Grade X	Michael Murray
Grade IX	Colleen Hagan

Hay River High School
(Hay River)

Grade XI	Ron Anderson
Grade X	Bonnie Pope
Grade VIII	Jens Anderson
Grade VIII	Jane Marshall
Grade VII	Gail Johnston

Churchill Vocational School
(Churchill, Manitoba)

Philip Levi
Betsy Annahatuk
Jeela Alilkatuktuk
Isaac Mecko
Thomas Kudloo

ADULT EDUCATION

INTRODUCTION

In northern Canada Adult Education provides the educational training and guidance which adults require to face the complex social, economic and cultural problems encountered in their rapidly changing environment. Such problems are most acute for those of Indian and Eskimo ancestry. Many of these adults have had little or no schooling and as their children advance in school, the gap between parents and children increases. By developing suitable programs for the adult community we are trying to overcome these problems.

HOUSING EDUCATION

The government's decision to adopt a low-rental housing scheme for Eskimo families came into effect in the summer of 1966 in the Frobisher Region of the Arctic District. An initial grant of $169,000 from the Central Mortgage and Housing Corporation was specifically earmarked for the educational aspect of the scheme. It is hoped that the higher standards brought about by the new homes and the associated educational program will stimulate Eskimo parents to more active participation in local affairs and generally improve the Eskimo child's response to education.

The program was launched when housing educators carried out the initial phase of the program in nine Frobisher Region settlements. By the end of 1966 a total of 18 housing educators had been engaged in implementing the Arctic District settlement program.

Since the housing project introduces new concepts such as the rental plan, to the Eskimo people, success depends to a large extent upon how well they are able to adjust to new patterns of living. For this reason the introductory or acceptance phase of the program involves detailed explanation of the housing development. The concept of rent, family income, regularity of monthly payments and the tenant-landlord relationship are some aspects of the rental program that must be clearly defined before the arrival of the houses in the settlements.

In each settlement housing educators used various approaches. These included general meetings, group meetings and large numbers of individual family visits. The materials included pictures and slides of the housing in different settlements and in different stages of construction. Housing models, floor plans and other visual aids proved extremely helpful, as did leaflets and printed materials of many types. Interpreters were hired in each settlement and played an integral part in the program.

Early in January 1967, the second phase of the housing education program went into effect and six trained home management workers embarked on a six month educational program covering home care and improvement, sanitation and health, food and nutrition, money management, safety in the home and associated matters. Most of the new rental houses had been erected and occupied by the time this group arrived in the settlements. This aspect of the education program is an essential step in helping new tenants acquire the skills needed for successful living in the new houses and in assisting them to develop an acceptance of change in living patterns.

The third phase of the program, running concurrently with the first two, provides educational guidance in the formation and functioning of local housing associations. The main objectives of these associations is to encourage a high standard of participation in the program and to foster individual and community development. They will eventually take over complete management of rental housing in each settlement. The work includes the allocation of new housing, the servicing of and repairs to the houses and management of the rental collection system.

Orientation courses to prepare the housing educators for field work are held in Ottawa. Government policy, administrative detail, settlement site planning, engineering arrangements for shipping and construc-

tion of the houses, cultural and geographic information and all factors pertaining to the education program are presented by staff members from Ottawa and field offices.

A housing education conference was held in Igloolik in April 1967 to bring together Eskimo delegates from seven of the settlements scheduled for 1967 housing with Departmental staff from Regional and District levels. The main purpose of the conference was to enable the Eskimo representatives to see the new houses, to live in them, and to gain a thorough on-the-spot understanding of the housing program in a typical settlement. On their return to their own settlements the Eskimo delegates helped clarify misconceptions or uncertainties about the housing program. For this purpose they were provided with housing education kits, slides and photographs.

Despite the difficulties involved in social and cultural change the housing education program has been more successful than anticipated. Since this is a continuing program, approaches and methods will be revised and improved in the light of field assessment and evaluation.

LOCAL PROGRAMS

The teaching staff in each settlement and other persons with specific skills, working often on a voluntary basis, determine what courses can be provided at the local level.

The courses provided in 1966-67 included homemaking, carpentry, welding and woodwork, typing, shorthand, bookkeeping, various secondary school subjects and current affairs. Homemaking courses were popular choices with the women and men showed interest in academic upgrading, woodworking and the operation of small engines.

Adult Education lesson package courses were well received. The two courses, "The Family and Money", and "The Northwest Territories of Canada", with accompanying books and teaching aides, were used successfully in several Arctic settlements. A revision of these courses will be undertaken in the coming year and plans are also being made for package courses in other subject fields.

PLANNING AND RESEARCH

ESKIMO LINGUISTICS

For the Eskimo to maintain his cultural and ethnic identity it is necessary for educational policy to make specific provision for the full support of the Eskimo language and culture. For this reason the introduction of the Eskimo language as a means of communication to transmit subject matter on Eskimo and non-Eskimo cultural content through trained Eskimo teachers is of paramount importance. The key factor in this work is the introduction of the new Eskimo Orthography to the Eskimo people and the development of its use in their daily lives. This orthography has been recognized and adopted as the most precise, systematic and efficient medium to express the totality of the Eskimo culture.

Leadership in developing the orthography and implementing policy on Eskimo linguistics is provided by the Eskimo Linguistics Section which became part of the Education Division in 1966. The long-range plans of this Section include co-operation with the Adult Education Section in the training of successive groups of Eskimos in reading and writing the new orthography and in teaching this material to adults and children. In the past year, the first stage of this program was developed with the planning and organization of an Eskimo Orthography Instructors Training Course for trainees to be selected from six different northern communities.

From time to time orthography specialists conduct courses in the reading and writing of Eskimo to groups of Eskimos and Departmental personnel. In the past year courses were provided for classroom assistants during the nine week course given early in the year at Smiths Falls. Special classes also were

established to teach the new orthography to several Eskimo pupils attending school in the Ottawa area. During the summer at the invitation of the Quebec Government instruction was given in the new orthography to 15 Eskimo teachers in training at Fort Chimo, Quebec.

One of the major aspects of the implementation of the new orthography is the production of literary materials and fourteen small booklets are now in preparation. Research continues on the Eskimo language and in the compilation of an Eskimo dictionary.

TESTING AND EVALUATION

The development of a system wide testing service started in 1965 following a number of research studies on the application of testing and evaluation material to the northern setting.

ABILITY TESTING

Interest in the Raven's Progressive Matrices as a culture reduced test of general ability has been maintained. Although it was not possible to carry out the systematic testing of all pupils, the research data available indicates that this test provides a unique contribution to the educational assessment of pupils of non-English speaking background. Further research into the Progressive Matrices has been initiated in the Keewatin Region and data is available from that regional office. A complex factor analysis of the Matrices and selected sub-tests of the Metropolitan Achievement Test Battery was completed.

CAREERS DECISION PROJECT

As a supplement to the national project conducted by the Department of Labour, a study was initiated in 1965 into the career decisions of pupils in Grades X, XI and XII in the schools in the Mackenzie District. The Otis-Lennon Intelligence Test was administered as a part of this project and a report containing results of all the pupils who wrote the test, normed on a Canadian sample, was made available in October 1966. The report also contained the results of the statistical treatment of the data for the Northwest Territories and norm tables for Grades X, XI and XII in the Northwest Territories. The analysis of data received from the questionnaires administered in this project is now being prepared for use by the teachers, guidance councils, principals and superintendents.

In co-operation with the Department of Health and Welfare and the University of Calgary, research was conducted into the selection of children to be referred to the Child Guidance Clinic of the North. Two clinics were held during 1966-67, one at Hay River and the other at Yellowknife. Also a research project was carried out validating the Bristol Social Adjustment Scale in the northern setting (report submitted by Dr. Davidson of the University of Calgary, March 1967).

PUPIL WITHDRAWALS 1965-66

An analysis was made of the number of pupils withdrawing from northern schools during or at the close of the 1965-66 year.

Sixty per cent of those leaving school did so to continue their education elsewhere, either in other northern schools, or in schools or universities in southern Canada. The second largest group, 17%, became gainfully employed. Thirteen per cent of school withdrawals included those who left school to marry or to help out at home. The remaining 10% included those out of work, those who withdrew because of illness, those sent to corrective institutions, and those whose destinations were unknown. Only one third of the latter 10% (or 3% of the total withdrawals) were categorized as "out of work".

STUDY OF ESKIMO RELOCATION

The Education Division and the Department's Northern Co-ordination and Research Centre are jointly sponsoring a study of Eskimo relocation. Professor

David Stevenson of Dalhousie University is carrying out this study which involves the Eskimo workers and their families who have been relocated in employment situations. Dr. Stevenson, an anthropologist, speaks fluent Eskimo and is familiar with the north. The first part of his studies were carried out in the summer of 1967 and they will be completed in the summer of 1968. It is hoped that the results of this research project will lead to specific guidelines to assist field officers in the successful relocation of northern residents.

TEST MANPOWER SURVEY

Discussions were held in February 1967 between the Education and Industrial Divisions of the Northern Administration Branch, the Resources and Economic Development Group and the Dominion Bureau of Statistics on the development of a Test Manpower Census in the north. The test was to establish the feasibility of conducting a complete Manpower Census of the Northwest Territories, the validity of the questions to be asked and the responses given. The lower Great Slave Lake area and the Eskimo settlement of Coppermine were the areas selected for conducting the test. The test survey was undertaken in May using locally trained enumerators. Data from the survey is now in preparation for study and analysis prior to the planning of a complete survey of the Northwest Territories.

INDUSTRIAL ANALYSIS

A study was made of occupations in the Mining and Tourist Industries in the Mackenzie District. From the ensuing analysis, training programs will be prepared for employment in these industries. Further studies in these industries are planned.

EDUCATIONAL ADMINISTRATION

The educational system of the Northwest Territories operates under the joint responsibility of the Federal Government and the Government of the Northwest Territories. The Federal Government accepts a basic responsibility for the education of the Indians and Eskimos and the Government of the Northwest Territories for the education of all others. By agreement, the administration of the Territorial educational system is carried out by the Department of Indian Affairs and Northern Development. The Territorial Government in turn pays a per pupil fee to the Department on behalf of each pupil for whom it has financial responsibility. The Department also operates schools in Eskimo settlements in Arctic Quebec and a Vocational school and residence for Eastern Arctic pupils is operated at Fort Churchill, Manitoba. The Department governs also, with full financial support, the Duke of Edinburgh elementary and high school at Fort Churchill. All schools within the Department's jurisdiction operate on an ethnically integrated basis.

For purposes of administration the Northwest Territories and Arctic coastal regions of Quebec are divided into two districts – the Mackenzie District to the west and the Arctic District to the east, the line of demarcation following roughly the 105° meridian.

Schools are administered within the framework of a decentralized program from the Mackenzie and Arctic District offices. In addition the local day to day administration of schools within municipal school districts is handled by local boards of school trustees at Yellowknife and Hay River. All schools are supervised and inspected by Regional Superintendents of Schools within each District.

The District Superintendent of Schools for the Mackenzie District is located at Fort Smith with Regional Superintendents at Inuvik, Yellowknife and Fort Smith. The District Superintendent of Schools for the Arctic District is in Ottawa with a Regional Superintendent at Churchill, Manitoba, to serve the Keewatin Region, one at Frobisher Bay for the Frobisher Region and another in Ottawa.

SCHOOL DISTRICT AND COMPANY SCHOOLS

Three school districts; Yellowknife Public School District No. 1, Yellowknife Roman Catholic Separate School District No. 2 and the Hay River Roman Catholic Separate School District No. 3 have been established in the Northwest Territories.

The municipal school districts are financed partly by local taxation and partly by grants in aid from the Territorial Government. Advisory, supervisory and inspectional service for school districts is provided by the Mackenzie District Education office.

At present there are two company schools in operation in the Northwest Territories, at Discovery near Yellowknife, and at Tungsten near the Yukon border. The companies provide the school facilities and utilities as well as living quarters for the teachers. In all other respects, the schools are operated in the same manner as federal schools.

EDUCATION DIVISION, OTTAWA

The Chief of the Education Division of the Department's Northern Administration Branch is responsible to the Branch Director for the work of organizing and administering the educational programs in the north. In the past year he has been assisted in this work by an Assistant Chief and six Section Heads.

The general functions of each section are as follows:

School Services Section	– Policy planning re facilities and staff. Programs of financial assistance.
School Administration	– Personnel and financial administration, material and supply.
Curriculum	– Specialized services in the development of school programs and teaching resources.
Vocational Education	– Vocational education and manpower programs.
Adult Education	– Development of educational programs and teaching courses for northern adults.
Eskimo Linguistics	– Development of Eskimo orthography program.

Education in the N.W.T. is financed primarily by the Federal Government which contributes about 85% of the required funds with the Northwest Territories Government providing the remainder. The schools operated by the Department in Arctic Quebec are wholly financed by the Federal Government.

Expenditures for the Federal share of capital and operation are forecast on an annual basis and placed in the Department's Estimates. These estimates are reviewed by the Federal Treasury Board and referred to Parliament where funds are voted. During the past year a five year estimate forecast was prepared for all elements of the education programs. This forecast will provide an estimate of the future years' requirements and will be updated each year. Details of the capital and operational costs of the northern school system over the last few years are provided in the Appendices.

ARCTIC EDUCATION DISTRICT

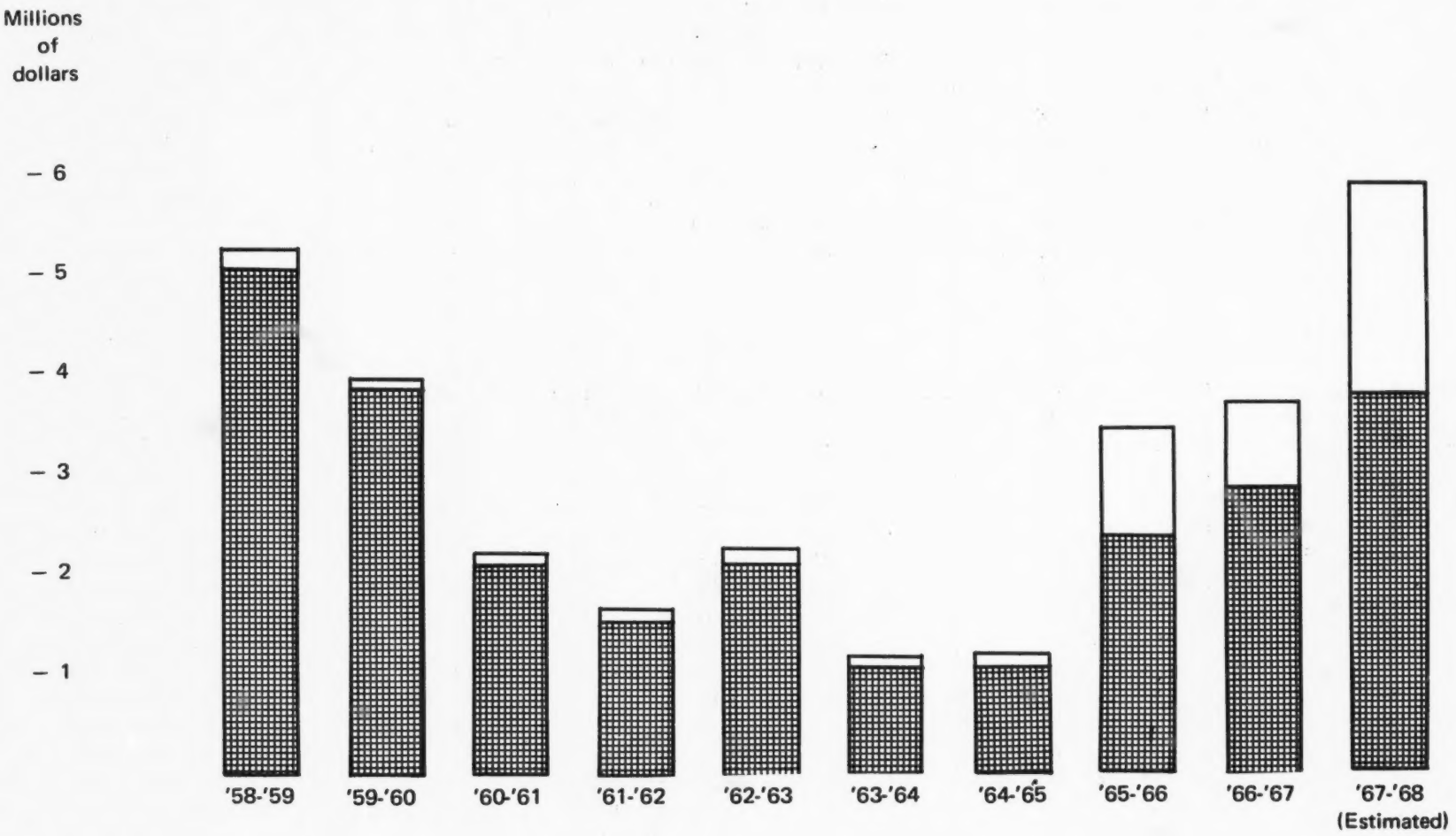
School	No. Teachers	No. of Classrooms			Enrolment by Status						Enrolment by Grade or Class														Religion		Total Enr't
		Regular			Eskimo		Indian		Other																		
		Elem.	H.S.	Sp.	M	F	M	F	M	F	VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	RC	Prot	
Arctic Bay	1	1			16	14							22	3	3	1			1							30	30
Broughton Island	2	2			25	30							21	16	8	9	1									55	55
Cape Dorset	5	4			63	52			2	2		1	54	20	22	10	9	2	1							119	119
Clyde River	2	2			19	14				1			18	8	6	1										34	34
Frobisher Bay	25	21	1	3	148	153			59	45			175	61	55	48	22	21	10	7	2	4			50	355	405
Grise Fiord	1	1			20	16			1	1			14	11	7	4	2									38	38
Igloolik	3	3			45	27			1	2			44	8	15	6	1	1							7	68	75
Lake Harbour	1	1			9	11							7	7	4	1	1									20	20
Padloping Island	1	1			9	10							4	5	8	2										19	19
Pangnirtung	4	4			66	58			3	2		34	56	13	12	12	1		1							129	129
Pond Inlet	4	3			43	42							25	24	21	15									6	79	85
Resolute Bay	2	2			19	15			2	3			11	7	6	6	4	2	3							39	39
Baker Lake	6	6			62	64			2	4			48	17	22	22	13	10							8	124	132
Chesterfield Inlet	5	5			67	67			1				41	10	22	22	31	9							134	1	135
Churchill	14	6		5	82	68					150														31	119	150
Coral Harbour	3	3			25	36							28	8	8	10	6		1						15	46	61
Eskimo Point	4	4			49	55			3	2			55		25	10	14	4		1					39	70	109
Rankin Inlet	5	4			42	44			6	9			29	15	13	27	9	6	2						84	17	101
Whale Cove	2	2			14	17			6	3			14	8	6	7	2	1	1		1				19	21	40
Belcher Islands	1	1			15	9							9	7	4	4										24	24
Port Burwell	1	1			11	12				3			12	6	6			1	1							26	26
Fort Chimo	6	6			41	48	2	1	5	6			16	16	26	16	11	13	3		1	1			3	100	103
George River	2	2			18	26			3	3			26	11	11		2									50	50
Great Whale River	9	7		2	75	54	14	14	4	1		2	70	18	26	27	13	6								162	162
Ivuyivik	1	1			12	15							6		4	7	7	2	1							27	27
Koartak	1	1			10	11							11	2	8										1	20	21
Payne Bay	2	2			25	24			1				13	6	8	12	8	3								50	50
Port Harrison	3	3			36	38			3				29	19	17	6	3	2	1							77	77
Povungnetuk	5	5			75	74			1	1			52	29	23	22	16	4	2	3						151	151
Sugluk	3	3			35	31							16	24	4	5	6	11								66	66
Wakeham Bay	2	2			24	18							7	9	19	7									10	32	42
Total Arctic	126	109	1	10	1200	1153	16	15	103	88	150	37	933	388	419	319	183	98	28	11	4	5			407	2168	2575

MACKENZIE EDUCATION DISTRICT

School	No. Teachers	No. of Classrooms			Enrolment by Status						Enrolment by Grade or Class														Religion		Total Enr't
		Regular		Sp.	Eskimo		Indian		Other																		
		Elem.	H.S.		M	F	M	F	M	F	VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	RC	Prot	
Aklavik	7	5	1		34	33	7	14	23	20			36	18	7	14	21	12	12	11					19	112	131
Cambridge Bay	3	3			24	24			4	8			22	13	10	9	5	1							8	52	60
Coppermine	6	6			50	57			2	7			54	24	12	12	11	3							16	100	116
Discovery	1	1							11	9			4	1	3	2		5	1	3	1				12	8	20
Fort Franklin	5	4	1				51	45	1	1			29	15	9	13	11	12	7	2					96	2	98
Fort Good Hope	1	2					6	10	1	3			11	1	4	1		3							20		20
Fort Liard	1	1					5	1	2	2			2		2	1	2	2	1						6	4	10
Fort McPherson	8	7	1		3	1	38	77	20	25			37	24	25	15	17	18	11	17					2	162	164
Fort Norman	2	2					10	16	9	10			18	6	7	4	7	3							45		45
Fort Providence	4	4					33	38	12	10			30	13	14	14	15	7							92	1	93
Fort Resolution	7	5	1				23	24	47	47			25	19	25	27	15	9	12	9					137	4	141
Fort Simpson	18	9	3	5	14	14	92	93	51	52			69	47	28	53	24	34	34	18	9				235	81	316
Fort Smith	41	22	10	9	7	6	125	130	283	244		77	88	71	87	75	63	61	76	43	58	40	39	17	616	179	795
Gjoa Haven	2	2			18	18							17	4	6	7	1	1							15	21	36
Hay River	17	6	6	5		3	3	11	144	125			22	23	29	30	31	29	27	22	30	11	21	11	41	245	286
Holman Island	2	2			22	26			4	2			26	12	6	3	6	1							10	44	54
Inuvik	56	30	13	7	197	196	79	84	230	228	58	33	195	97	92	95	76	72	89	53	54	39	34	27	383	631	1014
Jean Marie River	1	1					6	10					3	3	4	2		4								16	16
Nahanni Butte	1	1					10	10					4	3	4	1	6	1		1					20		20
Norman Wells	2	2							20	17			9	6		8	4	5	4	1					11	26	37
Pelly Bay	1	1			12	7							10		3	3	1	2							19		19
Pine Point	5	4	1						40	41			14	17	10	9	10	6	8	7					22	59	81
Rae	6	6					61	45	14	4			59	18	21	16	7	3							119	5	124
Reindeer Station	1	1			7	9							6	2	2	5		1								16	16
Snowdrift	2	2					28	17					21	8	11	2	3								45		45
Spence Bay	3	3			18	31				1			25	12	2	3	3	5							9	41	50
Tuktoyaktuk	6	5	1	3	76	51				3			38	20	17	13	24	9	5	4					42	88	130
Tungsten	2	2							12	15			3	6	6	3	2	4	1	2					4	23	27
Yellowknife (Sir J.F.)	26		10	11	8	14	26	33	100	86	72											88	57	50	108	159	267
Wrigley	1	1					10	20					7	3	8	5	7								25	5	30
Hay River/Sep	10	7	2	1			8	13	97	103			45	30	19	33	21	28	15	14	16				196	25	221
Yellowknife/Pub	24	16	5						250	205			77	53	49	59	56	39	54	43	25				32	423	455
Yellowknife/Sep	16	9	6		3	4	15	13	126	119			40	47	44	25	31	20	17	16	16	10	7	7	274	6	280
Total Mackenzie	288	171	61	41	493	494	636	704	1503	1387	130	110	1046	616	566	562	480	400	374	266	209	188	158	112	2695	2522	5217

EXPENDITURE ON EDUCATION IN N.W.T. AND ARCTIC QUEBEC

Capital

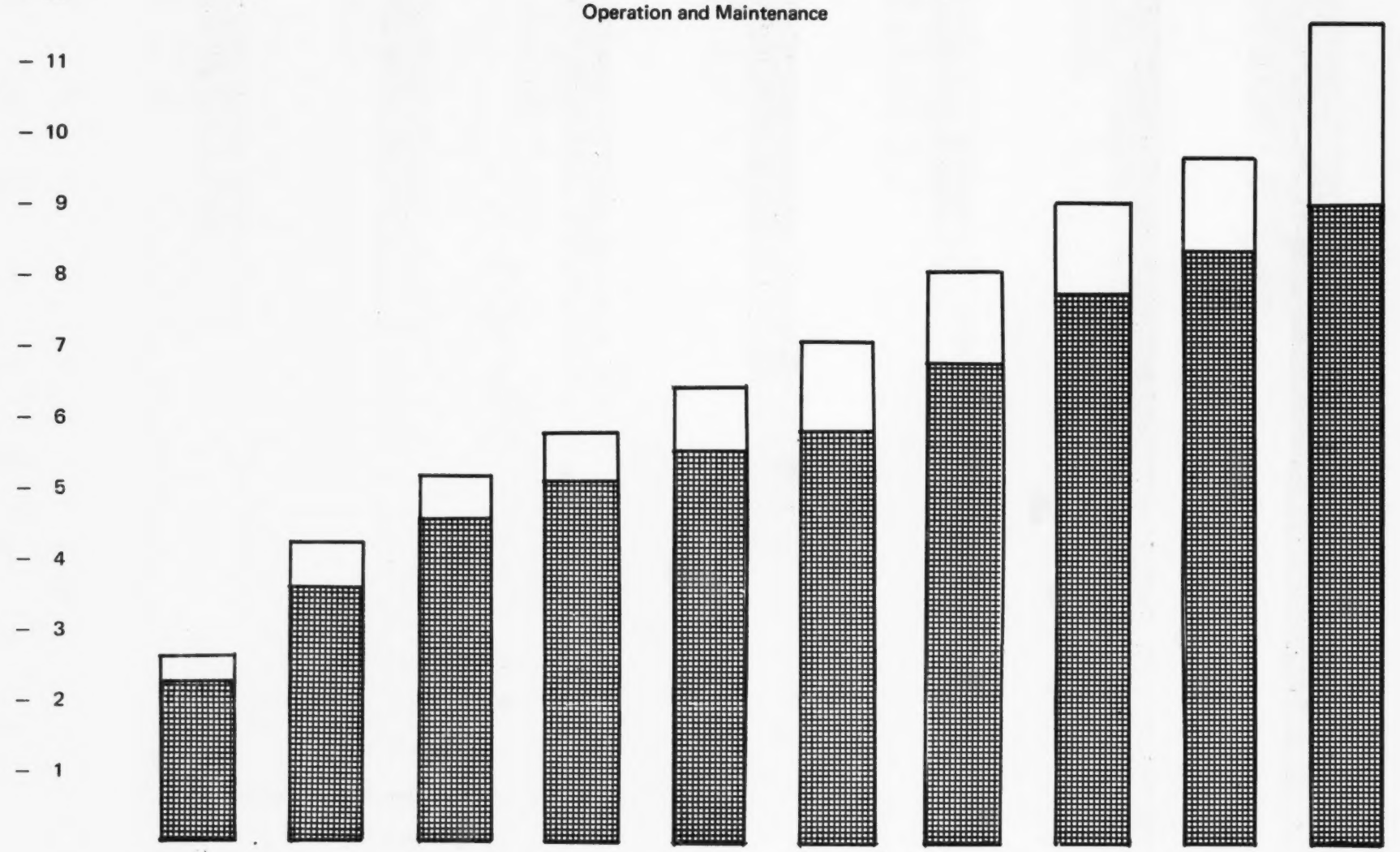


($000's)

	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68 (Estimated)
N.W.T.	459	88	7	48	305	37	169	570	800	2045
Federal	5049	3910	2241	1602	2143	1153	921	2243	2888	3887
Totals	5508	3998	2248	1650	2448	1190	1090	2813	3688	5932

EXPENDITURE ON EDUCATION IN N.W.T. AND ARCTIC QUEBEC

Operation and Maintenance



($000's)

	'58-'59	'59-'60	'60-'61	'61-'62	'62-'63	'63-'64	'64-'65	'65-'66	'66-'67	67-'68 (Estimated)
N.W.T.	294	444	642	710	1140	1202	1420	1440	1520	2513
Federal	2424	3793	4697	5393	5639	6086	7011	7982	8613	9476
Totals	2718	4237	5339	6103	6779	7288	8431	9422	10133	11989

VOCATIONAL EDUCATION PROGRAM